

Nonsuch Primary School

Inspection report - amended

Unique Reference Number	103335
Local Authority	Birmingham
Inspection number	299958
Inspection dates	20–21 February 2007
Reporting inspector	Linda Rockey HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	210
Appropriate authority	The governing body
Chair	Lyn Weaver
Headteacher	Rebecca Garratt
Date of previous school inspection	4 July 2005
School address	Wood Leasow Woodgate Valley Birmingham B32 3SE
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Age group	4–11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools (HMI) and an Additional Inspector. When the school was inspected in July 2005, it was judged to require special measures because it failed to give the children an acceptable standard of education. Following that inspection, the headteacher resigned. The school was led by a seconded headteacher for two terms. The deputy headteacher shared the leadership with the seconded headteacher for the third term. A new headteacher was appointed in September 2006. The school has been monitored on a regular basis by HMI since January 2006.

Description of the school

Nonsuch Primary School is slightly smaller than most primary schools. It serves a housing estate in South Birmingham. The proportion of children eligible for free school meals is above the national average. Thirteen different ethnic groups are represented in the school, of which the largest is White British. The proportion of children speaking English as an additional language (EAL) is above the national average. The main additional language spoken is Somali. Around 5% of the children are at an early stage of learning English. An above average percentage of children have learning difficulties. Children start school in Reception with knowledge and skills well below those expected for their age. Since September, 33 new children have joined the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. Nevertheless, in accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it might reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the progress children make and the standards they reach.

Nonsuch Primary School is not as good as it should be but it is getting better. Since the last inspection, the school has worked successfully to improve children's behaviour and attitudes. As a result, attitudes to learning, behaviour and personal development are good. The school is a caring place and so children feel secure and valued. Children say they enjoy coming to school although a few do not attend as they should despite the school's best efforts. They say they like practical activities such as design and technology and information and communication technology (ICT). A satisfactory range of after school clubs and visits to places of interest enrich the sound curriculum and engage children's interest well.

Children's standards by the end of Year 6 are below average. Standards at the end of Year 2 are exceptionally low. The school knows there is a lot to do to raise these standards. Although good quality provision in the Foundation Stage gives children a good start, children in Years 1 to 6 do not make the progress they should. Under the new headteacher's strong leadership, staff are working hard to deal with this inadequate progress. Recent actions to tackle the situation, such as the focus on handwriting, have resulted in a distinct improvement. All teaching is at least satisfactory with some good features. Analysis of the school's own data shows that in mathematics, in particular, the gap between how the children are doing and what they are capable of is beginning to close. There is an abundance of assessment information but it is not yet being used to its full potential to track progress and ensure that the needs of all groups of children, particularly those for whom English is an additional language, are fully met.

The quality of leadership and management is satisfactory overall. Governors are committed and supportive and acknowledge they need to be more active, especially in challenging the work of the school. The school has demonstrated that it has the capacity to make the necessary improvements. Successful measures have been introduced which are having an impact on standards in mathematics and on the quality of teaching.

What the school should do to improve further

- Accelerate children's rate of progress by extending the same rigour with which standards in mathematics have been improved to other subjects, especially English and science.
- Ensure staff make better use of assessment data to keep a closer eye on how well all groups of children are performing so that support can be provided where it is most needed.
- Make sure learning activities match the needs of all children, particularly those for whom English is an additional language.

Achievement and standards

Grade: 4

Overall, children do not make enough progress during their time at school. However, there are pockets of better progress and signs of recent improvement. The picture is more consistent in

mathematics and this is where the school has focused its attention. In reading and writing, progress is uneven.

When children start school they can do a lot less than most children of their age. They get off to a good start in the Foundation Stage, where teaching is good, and they are helped to develop independence. Children could do better in Years 1 and 2. By the end of Year 2, too many children do not reach the expectation for their age and standards are exceptionally low. By the end of Year 6, standards are still well below the national average in English, mathematics and science. The above average proportion of children who speak EAL and the high rate of children joining the school pose a significant new challenge for the school. The school recognises it needs to keep a closer eye on how these children are doing. Since September, children have made a promising start. The work in their books shows they have made satisfactory progress since the beginning of the year. Inspectors saw some good teaching which enabled children to make good progress in mathematics. The targets set for children in Year 6 have been revised upwards and the school's current predictions indicate they are likely to be met.

Personal development and well-being

Grade: 2

Children enjoy school. They are friendly, confident and like working together. They cooperate well when working in either groups or pairs. In a mathematics lesson, for example, Year 4 children listened carefully to each other's questions in the 'Guess the number' game. This reflects the hard work put in by the staff to make the children's experiences of school enjoyable. The children's behaviour around the school and in lessons is good. Children obey school rules and are well mannered. Moral and social development is good. Children are proud to be elected by their peers as school council members and they take their responsibilities seriously. Work on social and emotional aspects of learning (SEAL) is helping to develop positive attitudes to learning and supports children's satisfactory spiritual development. Awareness of the range of cultures living in Britain today is an area the school is developing but could still be improved. Relationships between adults and children are good in every part of the school. Children new to Nonsuch are given a warm welcome and quickly make new friends. Attendance is broadly satisfactory. The school has rigorous systems in place to ensure, and improve, attendance. The new breakfast club is having a positive effect on the rate of attendance and standards of punctuality.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, with some good features. Most teachers manage behaviour well. Good relationships ensure children are attentive and enjoy lessons and this is having a positive effect on the progress children make. Children are keen to contribute in lessons and respect the contributions of others. Teachers and teaching assistants work well together to make sure those children who need extra help are given it. One child said, 'All teachers are fair and if you're struggling with something they'll all try to help you out.' The learning mentor provides good support both in and out of lessons and helps individual children to make better progress in their learning. As a result of the consistent, whole school initiative to improve standards of presentation and handwriting, the quality of work in children's books

has improved markedly. Children are proud of this and keen to show how much their work has changed for the better since the beginning of the year.

Although there are examples of good teaching, there are some weaknesses. For example, even though the use of assessment to plan activities matched to children's needs has improved, the needs of all groups of learners are not always met fully so that they achieve as well as they should. In particular, the school recognises it needs to develop expertise to meet the specific language needs of children for whom English is an additional language.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that meets statutory requirements. Detailed thematic planning in the Foundation Stage provides the youngest children with an appropriate curriculum for their age, although planned opportunities for outdoor learning are limited. A satisfactory range of lunchtime clubs and after school activities are available for children to join and these clubs are well attended. A sound range of visits and visitors enhances the basic curriculum. The school has made a good start in developing links with local schools in order to enrich the curriculum further. Significant progress has been made in developing cross-curricular links, for example project work now encourages the children to use the Internet for research, produce graphs of annual temperatures in numeracy, and write biographies of famous people in literacy.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall with good provision for pastoral care. Children feel safe and welcomed by the school. They know they always have someone to talk to about any concerns. Adults play a major part in developing children's emotional well-being. This helps children build their self-esteem and fosters their readiness to learn. The procedures to protect children are clear and secure and the school looks carefully at how it can make the environment safe for children. There are plenty of opportunities for children to learn about what is needed to keep safe and healthy. Links with parents and a range of outside agencies are used well to secure support for children's welfare. Children are aware of their targets and are beginning to take some responsibility for their own learning by checking on what they do well and what they need to improve. Although the school is collecting a considerable amount of data on how children are performing, it is not using the information well enough to track the progress of individuals or groups of children and target support where it is most needed.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher and deputy headteacher provide strong, effective leadership with a clear focus on raising standards. Together, they have set about improving the quality of teaching, successfully eradicating inadequate teaching. They have an accurate understanding of the strengths and weaknesses of the school. The school improvement plan takes the long term view and prioritises specific areas for action. It provides milestones in order to measure progress and identifies the impact of action taken. Effective self-evaluation has resulted in specific intervention to ensure improvements, for example the

focus on mathematics to raise the exceptionally low standards. Well planned and well led initiatives, such as the daily 'Nonsuch Table Challenge' and handwriting sessions, have resulted in higher standards in children's mental mathematics and the presentation of their work. There is a greater consistency of practice and a series of initiatives have improved the curriculum, behaviour and attendance.

Subject leaders are developing in their monitoring role. Joint lesson observations with the headteacher and deputy headteacher have resulted in on-the-job training in the skills of lesson observation. The use of one to one coaching by subject leaders is helping staff to develop their teaching skills. Consequently, more lessons have moved from being satisfactory to good. The leadership team is aware that there is more to do to share good practice across the school. Governors are committed and supportive and they recognise they need to be more involved in the work of the school to discharge their role as critical friends. The governing body has very recently achieved full membership. The chair of governors has organised training to make sure all governors understand their roles and responsibilities, that they understand the work of the school and provide both support and appropriate challenge.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Annex B**Text from letter to pupils explaining the findings of the inspection**

As you know, I have been visiting Nonsuch regularly to check how well things are going. There have been a lot of improvements and I am pleased to tell you that the school no longer needs 'special measures' but it is still not as good as it should be, so the inspection team have given the school a 'Notice to Improve'. This means the school has one year to work on some areas which need some more attention.

Thank you for helping Mr Lewis, Mrs Hallsworth and me when we visited recently. We really enjoyed talking with you and looking at your work. We were particularly impressed with your neat handwriting and knowledge of your times tables.

Here are some of the things we liked most of all.

? Your positive attitude to improve your handwriting! ? You enjoy learning and you come to school every day on time. ? The way you get on together and listen to each other when you are sharing ideas. ? You behave well and are polite and well mannered. ? Adults take good care of you and give you extra help if you need it. ? Teachers work hard to make learning interesting.

There are three things we have asked your school to improve.

- Help you to reach higher standards in your work and make faster progress.
- Keep a closer watch on how well you are all doing in your work.
- Make sure the work in lessons is always just at the right level for you, especially if you find the work easy or you need help with English.

Remember that coming to school every day and being on time is very important. Keep up the good work and make sure you all get a handwriting pen!

Best wishes for the future.